

The Vermont Strategic Prevention Framework (SPF)
Learning Community Training Series

Implementing the Strategic Prevention Framework in Vermont: Overview and Primer

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Vermont College Campus
Montpelier, Vermont

This Training Series is presented by:

The Center for Health and Learning (CHL)

Brattleboro, Vermont
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**The Vermont Department of Health Office of
Alcohol and Drug Abuse Programs**

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Who's in the Room?

Stand Up/Sit Down



Learning Community Introductions

- In your Learning Community Groups introduce yourselves:
 - Name, organization, role and something you know about prevention



Learning Community Task

Spirit of the Day

- Maximum interaction and learning opportunities for participants
- The opportunity to learn in the context of one's own prevention experience
- The chance to build upon what participants have been already doing in the field

Learning Objectives



Pair share:

Look over the learning objectives with a neighbor. Identify one that best matches an expectation you have for the training.

(Handout 1)

Day 1 Agenda

- Welcome and Introductions
- Overview of Learning Communities
- Overview of SPF model and key concepts
- Understanding the Vermont SPF Logic Model
 - Assessment of priorities at the state level
 - Vermont priorities
 - The Vermont logic models
- Overview of Community Level Logic Models
 - Examining and prioritizing priority problems locally
 - Assessing risk and protective factors
 - Selecting strategies

Day 2 Agenda

- Inside the Racetrack: Cultural Competence and Sustainability
 - Cultural Competence and the SPF
 - The Three Keys to Sustainability
- Assessing Capacity: Resources and Readiness
 - Stages of Community Readiness
 - Tools for Community Assessment
- Using Capacity Assessment to Mobilize Communities
 - Partnership Development
 - Cultural Competence Revisited

Learning Community Overview



WHY have a Learning Community?

- Create a shared vision
- Learn through cooperation, using one another as resources
- Build networks that are ongoing and provide access to shared resources that sustain the work
- Provide support for the application of knowledge in a timely way

WHO is part of a Learning Community?

- SPF Leadership including:
 - Vermont Department of Health (VDH) SPF Leadership Team
 - VDH Prevention Consultants
 - VDH Chronic Disease Specialists
 - SPF Training Team- Center for Health and Learning
 - Community Coordinators and Local Leadership Teams
- Organization membership and emerging community partners

HOW will we activate the Learning Communities?

- An integrated process in multiple cycles (through trainings and meetings) to enhance communication and build community team rigor and outcomes.
- The Learning Community attends to :
 - Group forming and maintenance
 - Identifying knowledge, tools and skills that support the work
 - Anticipating and planning for community level tasks
 - Reflecting on successes and challenges

WHAT will the SPF Learning Community do?

The goal of the Learning Community is to support the application of knowledge and skills in communities in the prevention of substance abuse. Additionally, the use of common language, tools and technology at the community level will ensure consistency of approach statewide.

WHAT resources will we use to cultivate and support the Learning Community?

- We will use a combination of activities and tools to build relationships, knowledge and skills, including:
 - Dialogue education and focused peer exchange
 - Technical assistance from experts
 - Print, online and other technological resources.

In Learning Community Groups

- Decide how to handle facilitation for Learning Community Tasks (Handout 3)
- List Group Guidelines/Agreements (Handout 3)
- Complete Process/Product Activity (Handout 4)



Learning Community Task

Overview of SPF Model and Key Concepts

A Life in the Community for Everyone

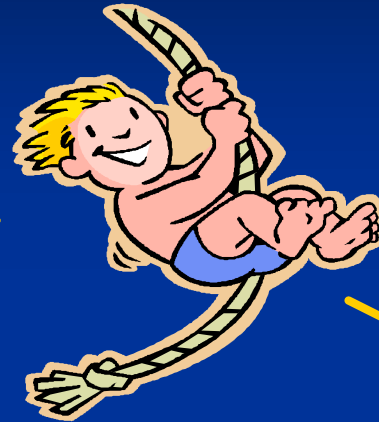
- Healthy Environments at Work and School
- Supportive Communities
- Connection to Family and Friends
- Freedom from the Harmful Effects of ATOD and Crime

Why a Strategic Prevention Framework (SPF) ?

- Current funding is not always directed to the greatest need in a state or community
- Planning with each step will ensure that the strategies selected will impact the problem in the community
- Better linkages between the state and local community will be created

SPF & Prevention History

Changes in Prevention Planning Over Time



1990's

Funding was available for the creation of Community Based Coalitions

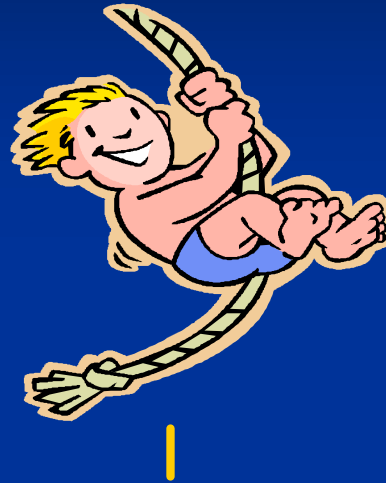
Efforts focused on youth 12-17

1999-2004

Evidence based strategies. Emphasis on implementing effectively with fidelity

SPF & Prevention History

Prevention
Planning
Today



2007

**Strategic Prevention
Framework Planning Process-
Assessing, Capacity Building,
Planning, Implementation and
Evaluation**

Planning for Prevention

- Learning Community Groups:
 - Identify a big problem with substance abuse in one of your communities
 - What factors contribute to it?
 - What resources does your community have to deal with it?
 - Where are the gaps in resources?
 - How ready is your community to deal with this problem?



Learning Community Task

(Handout 5)

Prevention Planning

**Alcohol and
other drug
abuse related
problems**

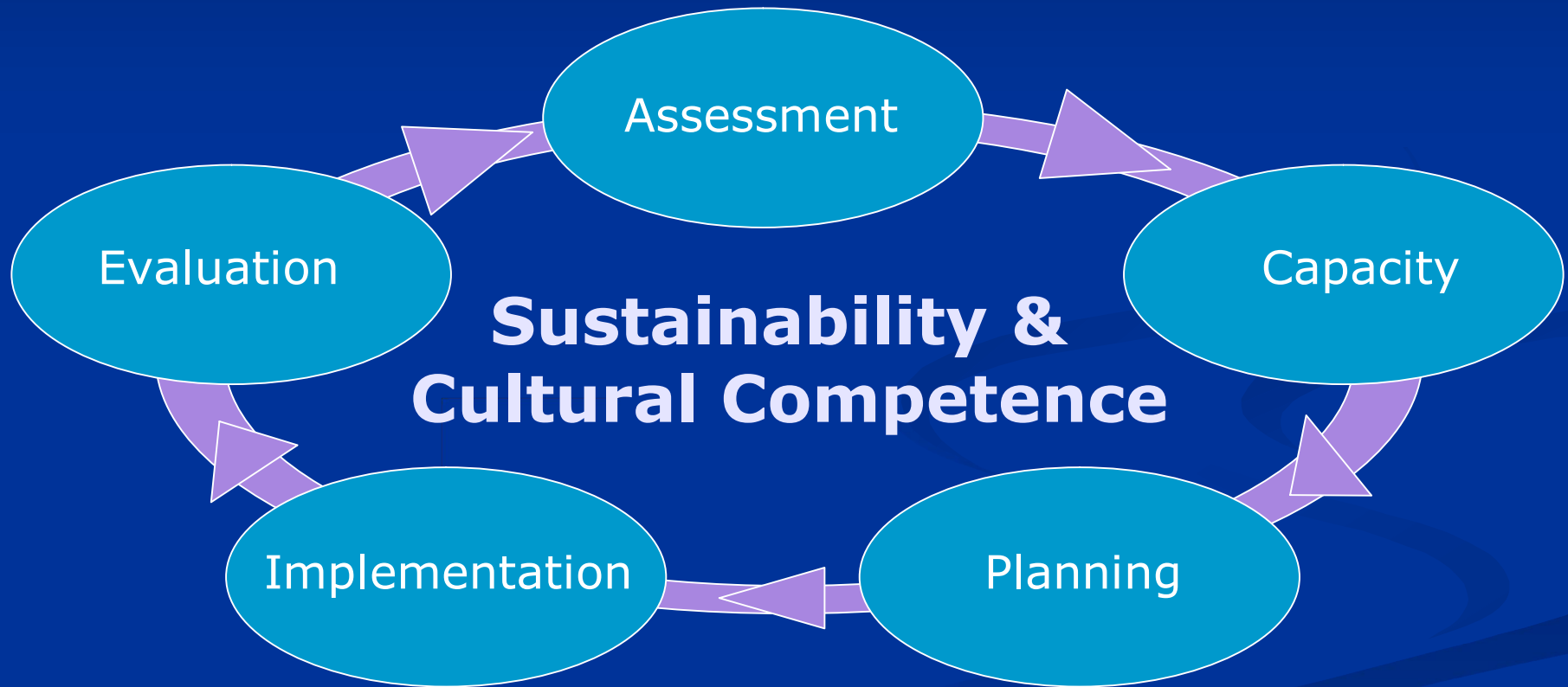


**Factors that
are driving the
problem**



Strategies

SAMHSA's Strategic Prevention Framework Steps



Key Principles of the Strategic Prevention Framework

Public Health Approach

- A public health approach focuses on change for entire populations.
- Population-based public health considers an entire range of factors that determine health.

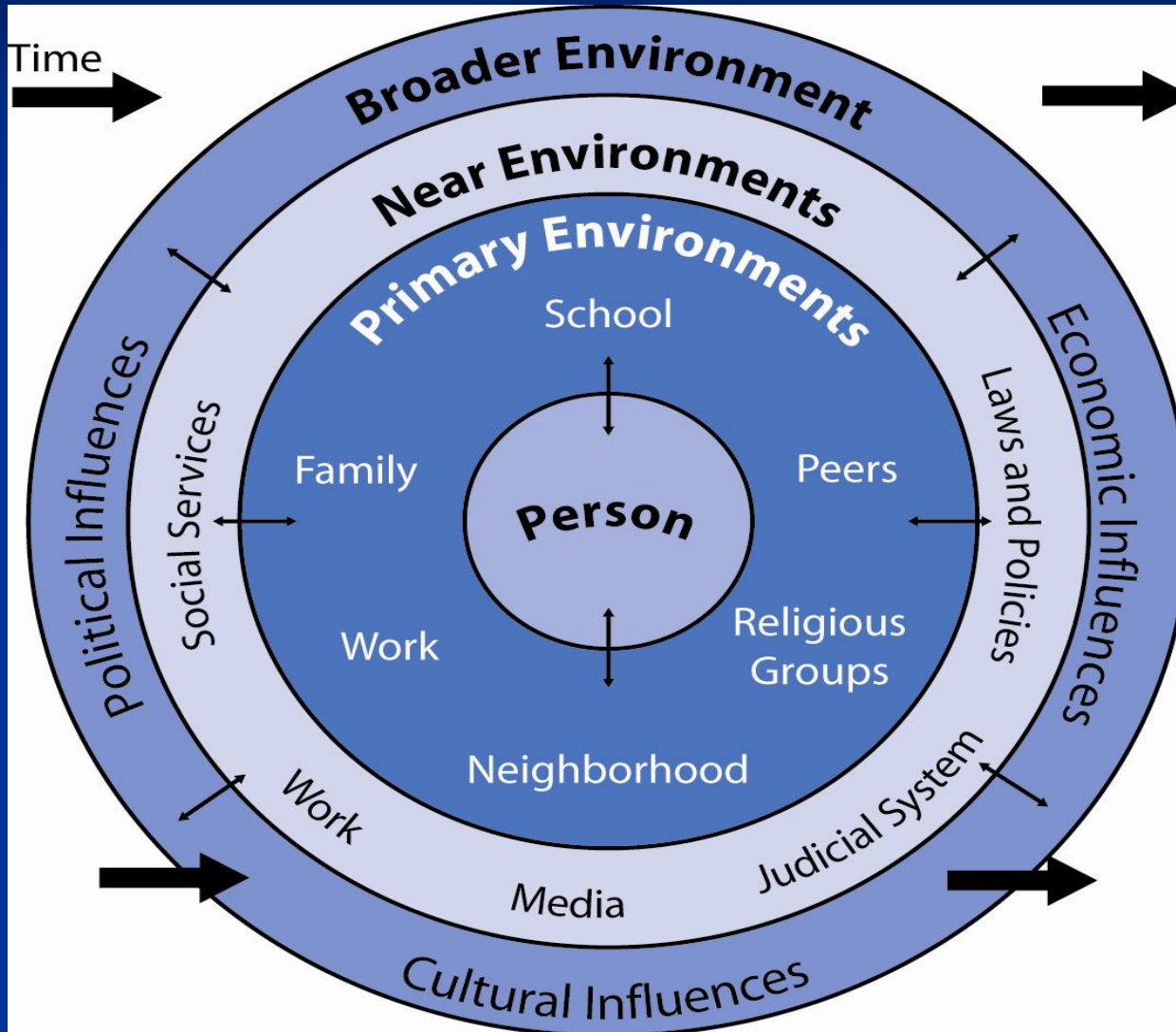
Widens the Scope to Population Level Change

- Population level change refers to the incidents and prevalence of a particular substance abuse related problem or consumption patterns in a particular geographic area
- Example:
 - Reduce the incidence and prevalence of alcohol related motor vehicle crashes among 16-21 year olds for a particular county
 - Reduce the incidence of adolescent binge drinking among 10th, 11th and 12th graders in a school system

Epidemiology: A Tool for Public Health

- Epidemiology is the study of “the distribution and determinants of disease frequency in populations.”
 - Looks at multiple causal factors for whole groups of people (e.g., neighborhoods, gender groups).
 - Determines the “hot spots” for where to intervene (e.g., high need and high infrastructure/capacities).

Multiple Levels of Influence



Levels of Influence Activity

- What level of influence are you most comfortable working in?
- Where are your community efforts focused?
- How have you used data to inform your planning for the different levels?



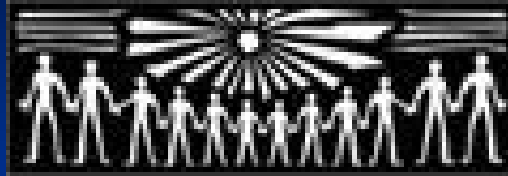
Triad Activity (Handout 6)

Lunch Break

A Life in the Community for Everyone

- Healthy Environments at Work and School
- Supportive Communities
- Connection to Family and Friends
- Freedom from the Harmful Effects of ATOD and Crime

Timeline Activity



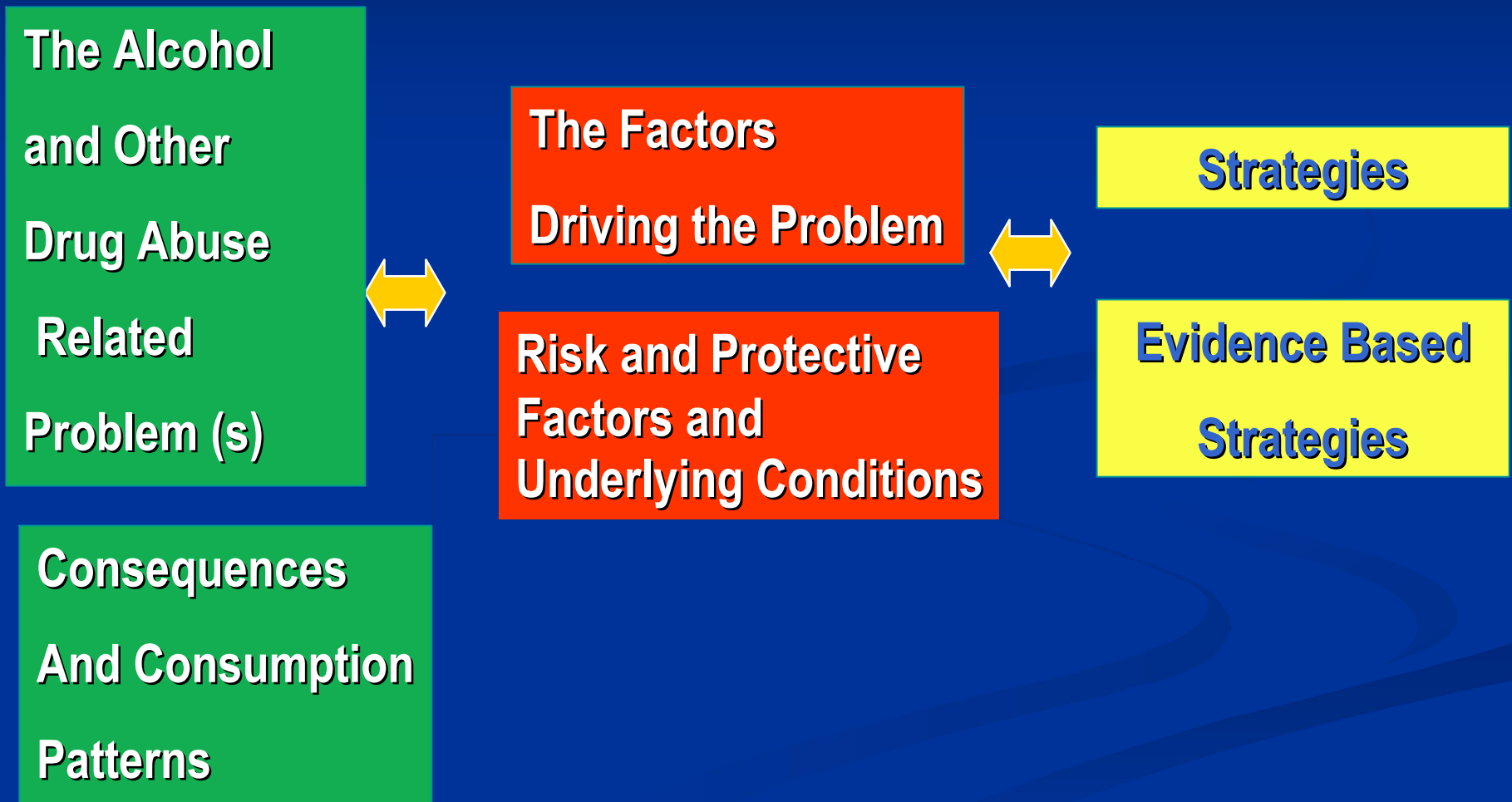
- Combining Learning Community Groups:
 - Arrange yourselves in a human timeline from the person newest to the field of prevention to the one with the most experience
 - WITHOUT TALKING!



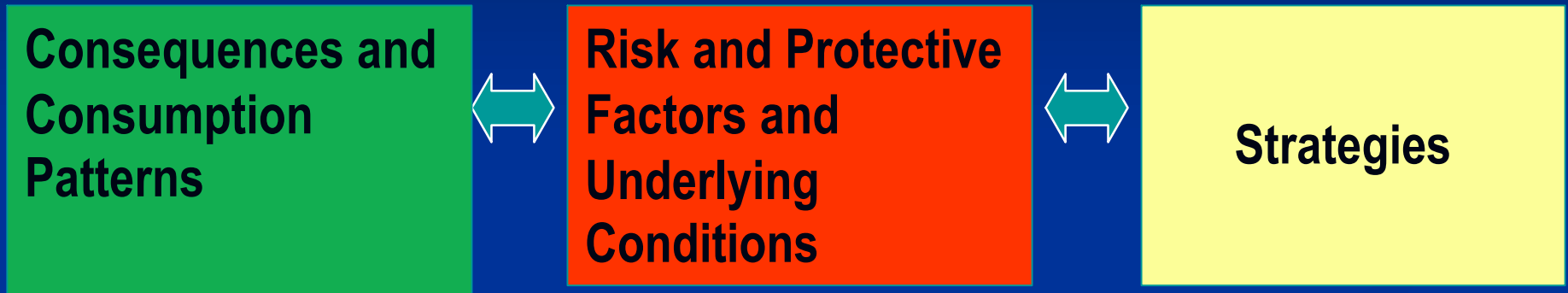
Learning Community Task

CSAP Generic Logic Model

Outcome Based Prevention



The Generic Logic Model and State and Community Roles



What are risk and protective factors and other underlying conditions?

Factors that have been identified as being strongly related to rates of substance use and its consequences in the target population.

Risk and Protective Factors:

Individual

- Perceptions of risk
- Perceptions of harm

Community

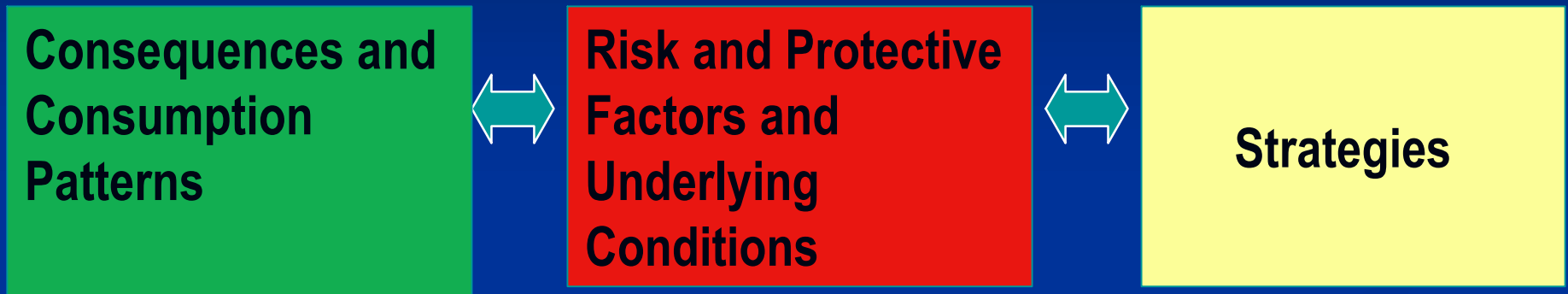
- Availability of substances (price, retail density, enforcement, retail and social access)
- Promotion of substances and pricing
- Parental monitoring
- Social norms regarding use
- Enforcement of policies and social norms

Understanding the Vermont Logic Model

The Vermont Logic Model

- A logic model has been created for each priority consequence/consumption pattern identified
- Logic models incorporate the use of evidence regarding the relationship between consequences, risk and protective factors and underlying conditions and strategies
- The logic model helps to ensure that strategies will result in outcomes
- The logic model creates a road map on how to progress through the first three steps of the SPF

Developing the Vermont Logic Model



↓
Step 1: Assessment at the State Level

VT Priorities for SPF SIG

- Reduce underage drinking
- Reduce high-risk drinking among persons under 25
- Reduce marijuana use among persons under age 25
- Build prevention capacity and infrastructure at the state and community levels, including a sustainable evaluation system for prevention grantees.

**The Vermont Logic Model
A Tool for Planning
at the State and
the Community Level**

Sample Vermont Logic Model(s)

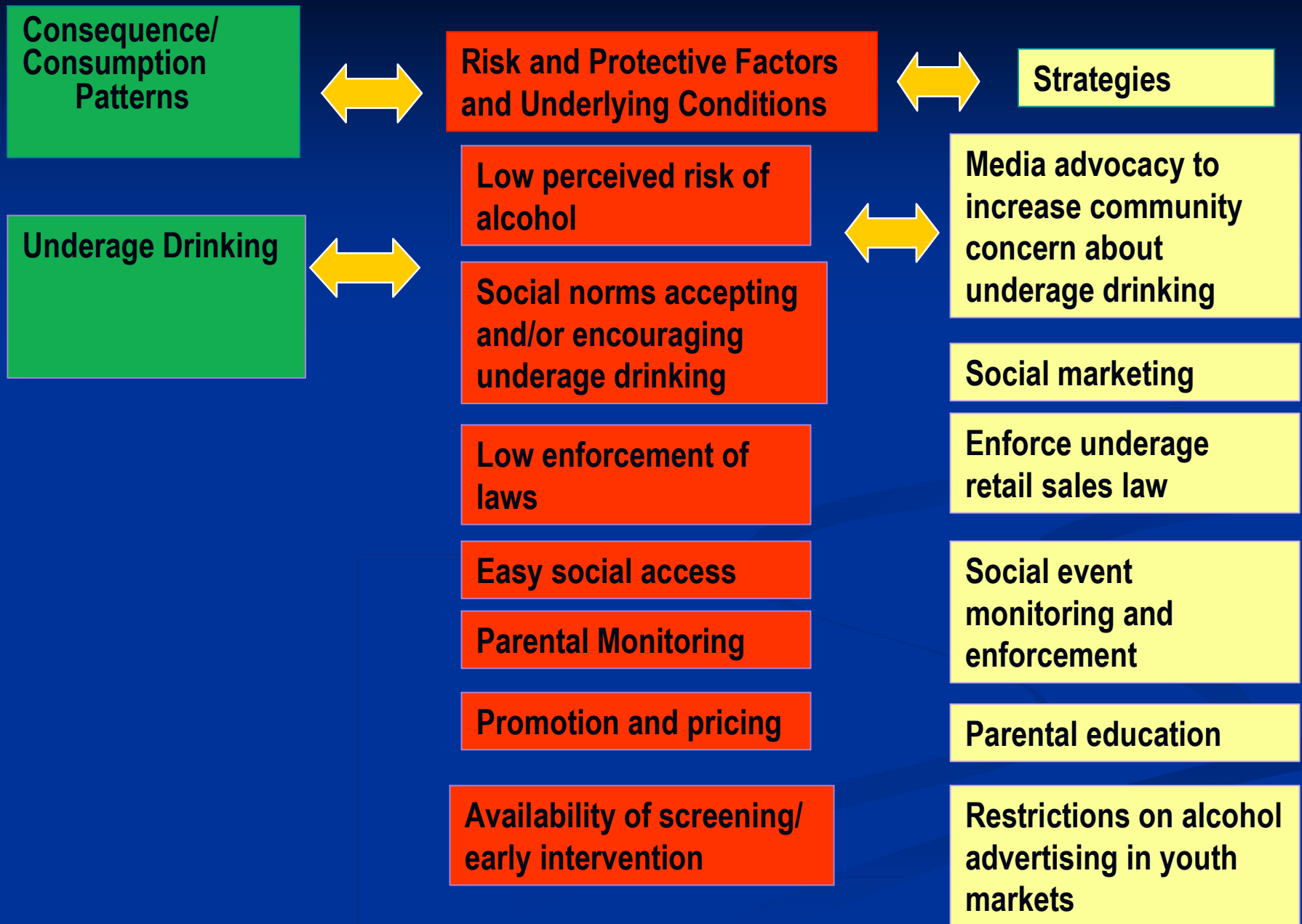


Logic Model Puzzle Activity



Table Activity (Handout 9)

Underage Drinking



High Risk Drinking

Consequence/
Consumption Patterns



Risk and Protective Factors and
Underlying Conditions



Strategies

Underage Binge Drinking

Low perceived risk of alcohol

Media advocacy to
increase community
concern about high risk
drinking

Young Adult Binge
Drinking

Social norms accepting and/or
encouraging high risk drinking

Social marketing

Low enforcement of laws



Easy social access



Enforce underage retail
sales law

Underage Drinking and
Driving

Parental Monitoring

Social event monitoring
and enforcement

Promotion and pricing

Parental education

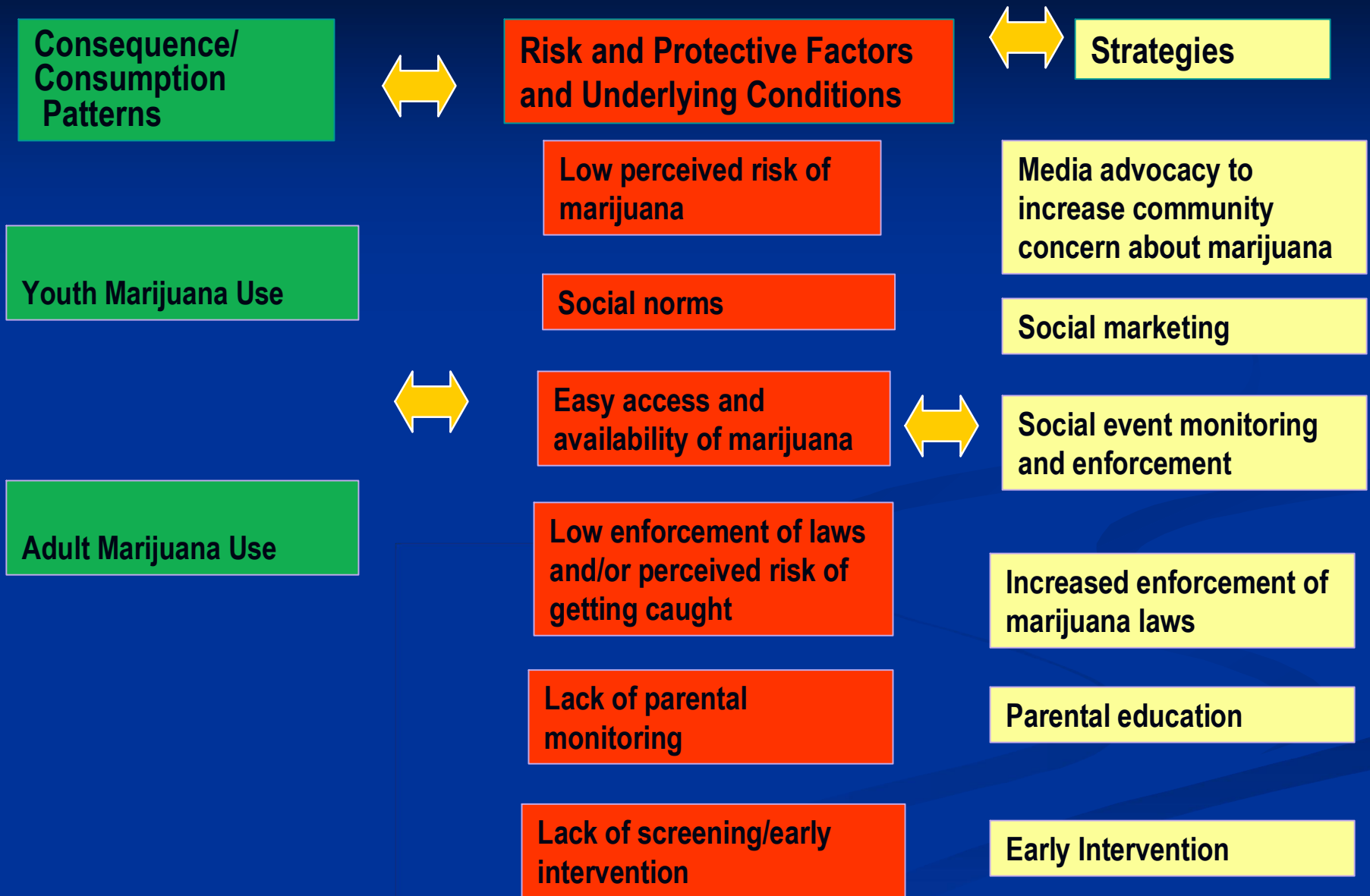
Adult Drinking and
Driving

Availability of screening/early
intervention

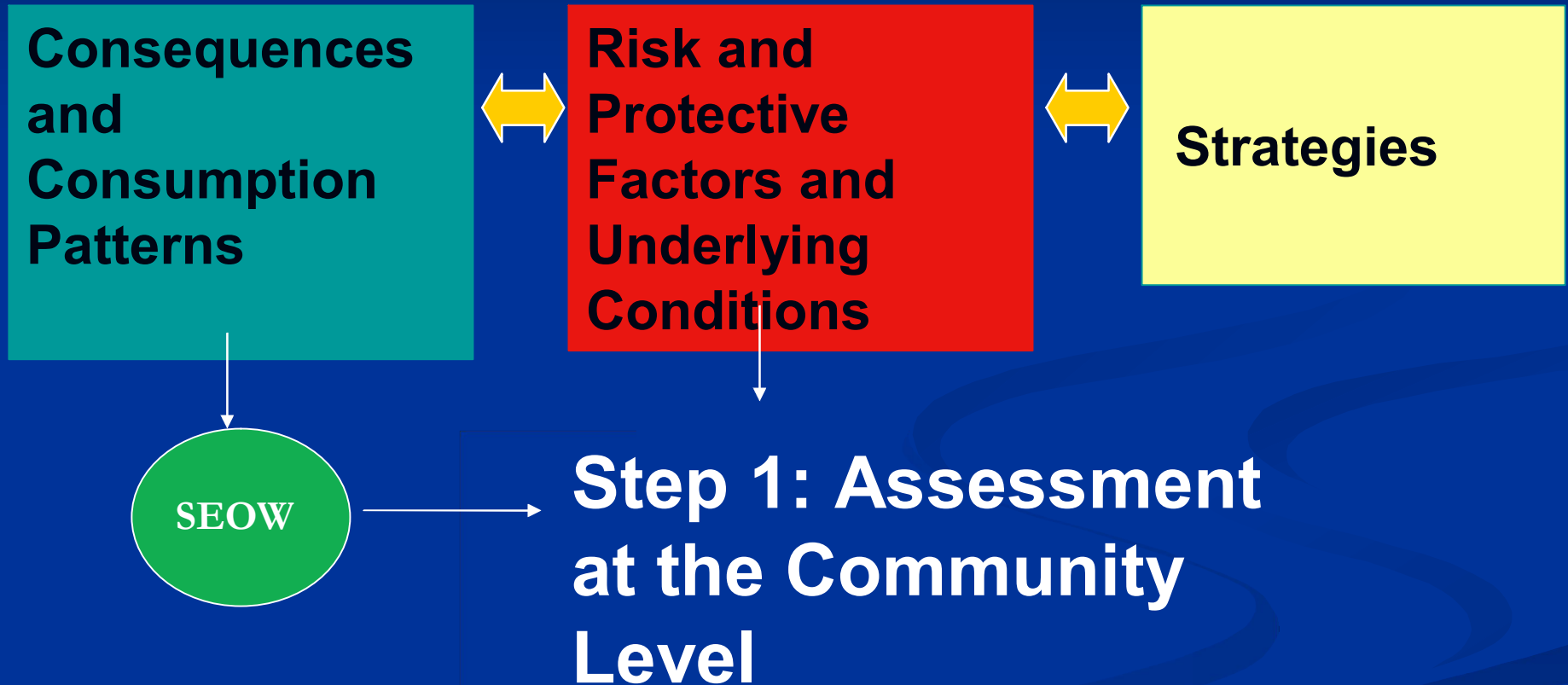
Restrictions on alcohol
advertising

Early Intervention

Marijuana Use



Use VT Logic Model to Assess Problems Locally



Using VT Logic to Examine Your Approach to a Local Problem

- **In Learning Community Groups:**
 - Re-visit your responses to Hand out 5
 - How might you change or adapt your approach given what you have learned about the SPF and the VT logic model?
 - What additional information might you need?
 - Who might you consider engaging as partners?



Learning Community Task

(Handout 5)

Learning Community Check In



How did the Learning Community work today?

- Review how the facilitation worked and confirm the plan for tomorrow
- Review group guidelines and agreements and adjust if needed
- Identify key learnings from today
- List any remaining questions

Day Two Agenda

Presentation by Vermont SPG SIG Evaluation Team

Inside the Racetrack: Cultural Competence and Sustainability

- Cultural Competence and the SPF
- The Three Keys to Sustainability

Assessing Capacity: Resources and Readiness

- Stages of Community Readiness
- Tools for Community Assessment

Using Capacity Assessment to Mobilize Communities

- Partnership Development
- Cultural Competence Revisited

Wrap-Up



Please fill out evaluation forms